

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education Grade 3  
June 2017

BOE Approved February 2018

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**Grade Level: 3rd Grade Physical Education**

**Pacing Calendar 2017-2018**

<b>Unit</b>	<b>Timeline</b>
<p>Motor Skills in lead up games and fitness</p> <p>Performance tasks:</p> <p>Fitness, Basketball, Bowling, Cooperative Games, Volleyball, Badminton, Golf, Invasion Games, Team building, Soccer, Softball, Kickball, Tag Games, Scooter Games, Dance</p>	<p>August-June, 2017-2018</p> <p>Day 1 of performance task-pre-assessment given</p> <p>Day 2-3 of performance task-formative assessment used</p> <p>Day 5 of performance task-summative assessment given</p> <p>October -November-Analyze data from the year to determine overall level(E, M, A)</p> <p>February-March-Analyze data from the year to determine overall level(E, M, A)</p> <p>May- June-Analyze data from the year to determine overall level(E, M, A)</p>
<p>Physical Activity Knowledge</p> <p>Performance tasks:</p> <p>Fitness, Basketball, Bowling, Cooperative Games, Volleyball, Badminton, Golf, Invasion Games, Team building, Soccer, Softball, Kickball, Tag Games, Scooter Games, Dance</p>	<p>August-June, 2017-2018</p> <p>Day 1 of performance task-pre-assessment given</p> <p>Day 2-3 of performance task-formative assessment used</p> <p>Day 5 of performance task-summative assessment given</p> <p>October -November-Analyze data from the year to determine overall level(E, M, A)</p> <p>February-March-Analyze data from the year to determine overall level(E, M, A)</p> <p>May- June-Analyze data from the year to determine overall level(E, M, A)</p>
<p>Personal and Social Skills</p> <p>Performance tasks:</p> <p>Fitness, Basketball, Bowling, Cooperative Games, Volleyball, Badminton, Golf, Invasion Games, Team building, Soccer, Softball, Kickball, Tag Games, Scooter Games, Dance</p>	<p>August-June, 2017-2018</p> <p>Day 1 of performance task-pre-assessment given</p> <p>Day 2-3 of performance task-formative assessment used</p> <p>Day 5 of performance task-summative assessment given</p> <p>October -November-Analyze data from the year to determine overall level(E, M, A)</p> <p>February-March-Analyze data from the year to determine overall level(E, M, A)</p> <p>May- June-Analyze data from the year to determine overall level(E, M, A)</p>

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

## GRADE LEVEL PROGRAM DESCRIPTION

### THIRD GRADE

Third grade students continue to focus on skill development as they refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns, manipulative skills, locomotor, and non-locomotor actions. Students will explore movement concepts that allow them to adapt to changes in their environment, and, as they gain more mature movement control, they begin to adapt their movement forms in order to produce a desired effect. Through fitness, rope jumping, and a variety of lead up games, the third grade student will develop fitness knowledge and relate regular physical activity to health benefits by describing activities that will produce a training effect on the components of fitness. Students will participate in a wide variety of lead up games to team sports, through which they will become more accepting of others, they can describe rules and policies, know safe practices and procedures, and apply them with little or no reinforcement. Third grade students begin to recognize differences that set people apart and they demonstrate a need to understand these differences, as well as learning more about people who are different from themselves. They work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class. Students will develop a greater attitude towards the importance of health-related fitness. They will learn to describe activities that enhance fitness and which are enjoyable to do with friends and as individuals. They will accept and participate in challenging activities that involve new or recently attained skills. Throughout all of their learning they will continue on their journey towards being involved in lifetime activities, recreational activities, and team activities that will enhance their overall health and well-being.

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p>	<p><i>Transfer</i></p>	
<p>NPES-1- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES-2- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Students will be able to independently use their learning...</p> <p>To demonstrate competency in a variety of fundamental motor skills and movement patterns throughout a variety of physical activities.</p>	
<p>NHES-7- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><i>Meaning</i></p>	
	<p><b>UNDERSTANDINGS</b> Students will understand...</p> <p>We move our bodies in a variety of ways</p> <p>We can manipulate objects in a variety of ways.</p> <p>Proper technique is important for skill development.</p> <p>Fitness is a process not a product.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How can I travel from one area to another area?</p> <p>How can I use my body to manipulate an object?</p> <p>How do our eyes help us in physical activity?</p> <p>How can I control an object while manipulating it?</p> <p>How do I get better?</p> <p>How can I become physically fit?</p>

<i>Acquisition</i>	
	<p>Students will know...</p> <p>How to perform age appropriate locomotor/non-locomotor movements and manipulative skills in multiple physical activity environments.</p> <p>A variety of exercises that are related to four main components of fitness.</p>
	<p>Students will demonstrate age appropriate ability of the following skills in a variety of physical activities:</p> <ul style="list-style-type: none"> <li>-locomotor movements</li> <li>-non-locomotor movements</li> <li>-manipulative skills</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America’s Outcome Skills and Knowledge:</p> <p><b>E=Emerging</b>- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M= Maturing</b>-Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.</p> <p><b>A=Applying</b>- Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>By the end of third grade, students will demonstrate a variety of fundamental motor skills and movement patterns(<b>E/M</b>) throughout a variety of lead up activities and modified fitness activities. This will be evidenced through the use of teacher observations, checklists, and rubrics throughout the year. Refer to the Shape America Document(Standard 1/2) for motor skills and concepts. The Critical Elements of each motor skill will be used to evaluate the student’s level. Also, modified fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
T, M, A	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <p>Exit slips Checklists Teacher Observations Peer Assessments Quizzes Summative Assessment</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	<p>During the first few weeks of PE, the students will be given opportunities to demonstrate their physical skills and will be evaluated through the use of the Shape America document of expected outcomes.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>-Safety Implications</li> <li>-Proper equipment use</li> <li>-Review of modified fitness testing</li> <li>-Introduction to lead up games</li> <li>-Throwing/Catching activities</li> <li>-Locomotor Movements</li> <li>-Striking Activities-short/long implement</li> <li>-Jumping and landing</li> <li>-Balancing</li> <li>-Stretching</li> <li>-Dribbling</li> <li>-Kicking</li> <li>-Volleying</li> <li>-Combinations</li> </ul> <p>-As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students -to see if there is an understanding of concepts and cues</p> <p>Will offer specific individual feedback -focus in on the specific areas of performance the students need help with.</p> <p>Check-ins (Thumbs up, thumbs down) Exit slips -identify which critical elements are understood and which ones need more time.</p> <p>Observation checklists -looking for correct use of techniques -student checklist for physical fitness standards and personal goals</p> <p>Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p>

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>NPES-2- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES-3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NPES-5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>NHES-5- Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES-6- Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning... To demonstrate the necessary knowledge to participate successfully in a variety of physical activities and be able to use their experiences to achieve and maintain a health enhancing level of fitness.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand that...</p> <p>Body control is important for safety.</p> <p>Physical activity is a way to become healthier.</p> <p>Rules are restrictions and responsibilities.</p> <p>Being active can be challenging and enjoyable.</p> <p>Healthy choices equals health bodies.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How much space do I need to stay safe during physical activity?</p> <p>What is the appropriate amount of force/speed needed to keep myself and others safe during physical activity?</p> <p>When running, what is a good pace for me to stay at for a long distance? short distance?</p> <p>At what speeds can I travel through open space safely?</p> <p>What strategies and tactics should I use to be successful in chasing and fleeing games?</p> <p>How do I become healthy?</p> <p>How do I become physically fit?</p>

<i>Acquisition</i>	
<p>Students will know...</p> <p>Various ways and combinations to move their bodies.</p> <p>Simple strategies and tactics during chasing and fleeing activities.</p> <p>How to move their bodies safely during physical activity.</p> <p>The four components of fitness.</p> <p>Cues for various sports skills.</p>	<p>Students will demonstrate age appropriate ability of the following skills: Applies simple strategies and tactics in chasing and fleeing activities</p> <p>Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher</p> <p>Recognizes the concept of open spaces in a movement context</p> <p>Recognizes locomotor skills specific to a wide variety of physical activities</p> <p>Identifying various sport-specific skills</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America’s Outcome Skills and Knowledge:</p> <p><b>E=Emerging</b>- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M= Maturing</b>-Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.</p> <p><b>A=Applying</b>- Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>By the end of third grade students will demonstrate the necessary knowledge(<b>E</b>) to participate successfully in a variety of lead up games, modified fitness activities and be able to use their experiences to make improvements to their skill sets. This will be evidenced from exit slips, teacher questioning, and performance in structured activities throughout the year. Refer to the Shape America Document(Standard 2/3) for specific skills and concepts that will be focused on. Also, modified fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
T, M, A	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Peer assessments</li> <li>Checklists</li> <li>Exit Slips</li> <li>Teacher Observations</li> <li>Quizzes</li> <li>Summative Assessment</li> </ul>

### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
<b>Code</b> T, M, A	<i>Pre-Assessment</i>	
	<p>At the beginning of each activity, the teacher will use questioning and discussion to identify current levels of understanding as it relates to rules, knowledge, and skills to perform the required activities of each lesson.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>-Strategies and tactics</li> <li>-Fitness knowledge-components of fitness</li> <li>-Self-assessment/progress monitoring</li> <li>-Safety Implications</li> <li>-Proper equipment use</li> <li>-Rules</li> <li>-Cues for sport skills</li> <li>-Combinations</li> </ul> <p>-As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students -to see if there is an understanding of concepts and cues</p> <p>Will offer specific individual feedback -focus in on the specific areas of knowledge the students need help with.</p> <p>Check-ins (Thumbs up, thumbs down) Exit slips -identify which rules and strategies are understood and which ones need more time.</p> <p>Observation checklists -looking for correct use of techniques/ rules -student checklist for physical fitness standards and personal goals</p> <p>Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p>

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>NPES-4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>Students will be able to independently use their learning...</p> <p>To make positive decisions regarding their health, social interaction, and recreational and competitive participation as it relates to physical activity.</p>	
<p>NPES-5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p>	<i>Meaning</i>	
<p>NHES-1- Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES-8- Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p><b>UNDERSTANDINGS</b> Students will understand...</p> <p>Healthy choices lead to healthy bodies.</p> <p>That learning new skills may be challenging.</p> <p>Sportsmanship, character, and behavior have a critical impact on successful participation in various lifetime activities.</p> <p>Rules are restrictions and responsibilities.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How can I help others during physical activity?</p> <p>What does active participation look like? Feel like?</p> <p>Why is it important to play by the rules during a physical activity?</p> <p>How do I correct a mistake I have made?</p> <p>Am I a good teammate?</p> <p>Why is learning something new challenging?</p> <p>What are the positive social outcomes that come with participation in physical activity?</p>

<i>Acquisition</i>	
<p>Students will know...</p> <p>What cooperation is.</p> <p>What being a good teammate is</p> <p>Safety rules during physical activity.</p> <p>That participation in physical activity can lead to good health, possible successes and failures, enjoyment, and positive social interactions.</p>	<p>Students will demonstrate the following skills:</p> <p>Identify physical activity as a way to become healthy</p> <p>Engage actively in the activities of physical education</p> <p>Work independently and safely for extended periods of time</p> <p>Accept and implement specific corrective feedback</p> <p>Work cooperatively with others</p> <p>Follow the rules and etiquette in physical activity with peers</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America’s Outcome Skills and Knowledge:</p> <p><b>E=Emerging</b>- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M= Maturing</b>-Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.</p> <p><b>A=Applying</b>- Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>By the end of third grade, students will begin to demonstrate(<b>E/M</b>) positive decision making regarding their health, social interaction, and active participation as it relates to physical activity. Using the Shape America Document (standard 4/5 criteria) the students will be evaluated during active participation in a variety of dynamic settings and groups.</p> <p>Also, modified fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
T, M, A	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <p>Exit slips Checklists Teacher Observations Peer Assessments Summative Assessment</p>

### Stage 3 – Learning Plan

Stage 3 – Learning Plan			
<b>Code</b>	<i>Pre-Assessment</i>		
T, M, A	<p>At the beginning of each topic, the teacher will use questioning and discussion to identify current levels of understanding as it relates to personal and social skills needed for successful participation in a variety of activities.</p>		
T, M, A	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>-Demonstrating personal responsibility</li> <li>-Accepting feedback</li> <li>-Working with others</li> <li>-Following rules and etiquette</li> <li>-Safety</li> <li>-Physical activity as a means for health, challenge, enjoyment, and social interaction</li> <li>-As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</li> </ul> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Progress Monitoring</p> <p>Will confer with students -to see if there is an understanding of concepts and cues</p> <p>Will offer specific individual feedback -focus in on the specific areas of performance the students need help with.</p> <p>Check-ins (Thumbs up, thumbs down) Exit slips -identify appropriate ways to handle varying situations that may occur in physical activity environments. Observation checklists -looking for correct use of problem solving and conflict resolution -student checklist for physical fitness standards and personal goals Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p> </td> </tr> </table>	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>-Demonstrating personal responsibility</li> <li>-Accepting feedback</li> <li>-Working with others</li> <li>-Following rules and etiquette</li> <li>-Safety</li> <li>-Physical activity as a means for health, challenge, enjoyment, and social interaction</li> <li>-As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</li> </ul> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students -to see if there is an understanding of concepts and cues</p> <p>Will offer specific individual feedback -focus in on the specific areas of performance the students need help with.</p> <p>Check-ins (Thumbs up, thumbs down) Exit slips -identify appropriate ways to handle varying situations that may occur in physical activity environments. Observation checklists -looking for correct use of problem solving and conflict resolution -student checklist for physical fitness standards and personal goals Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p>
<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>-Demonstrating personal responsibility</li> <li>-Accepting feedback</li> <li>-Working with others</li> <li>-Following rules and etiquette</li> <li>-Safety</li> <li>-Physical activity as a means for health, challenge, enjoyment, and social interaction</li> <li>-As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</li> </ul> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students -to see if there is an understanding of concepts and cues</p> <p>Will offer specific individual feedback -focus in on the specific areas of performance the students need help with.</p> <p>Check-ins (Thumbs up, thumbs down) Exit slips -identify appropriate ways to handle varying situations that may occur in physical activity environments. Observation checklists -looking for correct use of problem solving and conflict resolution -student checklist for physical fitness standards and personal goals Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p>		

	Resources: National Standards and Grade Level Outcomes for K-12 Physical Education by Shape America	
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By implementing the National Standards for K–12 Physical Education in your schools you are helping to ensure that all of America’s students are benefiting from the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.

## Scope & Sequence for K–12 Physical Education

### Standard 1. Motor skills & movement patterns

	Kinder-garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School	
STANDARD 1	Hopping	E	M	A							
	Galloping	E	M	A							
	Running	E		M	A						
	Sliding	E	M	A							
	Skipping	E		M	A						
	Leaping		E		M	A					
	Jumping & landing	E			M	A					
	• Spring & step					E	M	A			
	• Jump stop							E	M	A	
	• Jump rope	E			M	A					
	Balance	E			M		A				
	Weight transfer			E	M			A			
	Rolling	E					M	A			
	Curling & stretching	E		M			A				
	Twisting & bending		E	M			A				
	Throwing										
	• Underhand	E		M				A			
	• Overhand	E					M	A			
	Catching	E				M	A				
	Dribbling/ball control										
	• Hands	E				M	A				
	• Feet		E				M	A			
	• With implement				E		M	A			
	Kicking	E				M		A			
	Volleying										
	• Underhand	E				M	A				
	• Overhead					E					
	• Set								E		M
	Striking — with short implement	E				M	A				
	• Fore/backhand							E		M	A
	Striking — with long implement			E			M	A			
	• Fore/backhand								E		M
	Combining locomotion & manipulates					E		M		A	
	Combining jumping, landing, locomotion & manipulates						E	M	A		
	Combining balance & weight transfers			E				M		A	
	Serving										
	• Underhand							E	M	A	
	• Overhand							E			M
	Shooting on goal						E			M	
	Passing & receiving										
• Hands					E			M			
• Feet						E			M		
• With implement							E		M		
• Forearm pass							E		M	A	
• Lead pass					E			M			
• Give & go							E	M			
Offensive skills											
• Pivots							E	M	A		
• Fakes							E			M	
• Jab step							E			M	
• Screen									E		
Defensive skills											
• Drop step							E			M	
• Defensive or athletic stance							E			M	

**Standard 2. Concepts & strategies**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>STANDARD 2</b>	Movement concepts, principles & knowledge	E	→	→	→	M	→	→	→	A
	Strategies & tactics			E	→	→	M	→	A	→
	Communication (games)						E	→	M	A
	Creating space (invasion)									
	• Varying pathways, speed, direction						E	→	M	A
	• Varying type of pass						E	→	M	A
	• Selecting appropriate offensive tactics with object						E	→	M	
	• Selecting appropriate offensive tactics without object						E	→	M	
	• Using width & length of the field/court						E	→	M	
	• Playing with one player up (e.g., 2 v 1)						E	→	M	
	Reducing space (invasion)									
	• Changing size & shape of defender's body						E	→	M	A
	• Changing angle to gain competitive advantage						E	→	M	
	• Changing the pass/player progress						E	→	→	
	• Playing with one player down (e.g., 1 v 2)						E	→	→	
	Transition (invasion)						E	→	M	A
	Creating space (net/wall)									
	• Varying force, angle and/or direction to gain competitive advantage						E	→	M	A
	• Using offensive tactical shot to move opponent out of position						E	→	→	M
	Reducing space (net/wall)									
	• Returning to home position						E	→	M	A
	• Shifting to reduce angle for return						E	→	→	M
Target										
• Selecting appropriate shot/cub						E	→	M	A	
• Applying blocking strategy						E	→	→	M	
• Varying speed & trajectory						E	→	M	A	
Fielding/striking										
• Applying offensive strategies							E	→		
• Reducing open spaces							E	→	M	

**Standard 3. Health-enhancing level of fitness & physical activity**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School	
<b>STANDARD 3</b>	Physical activity knowledge	E	→	→	→	→	M	→	→	A	
	Engages in physical activity	E	→	→	→	→	M	→	→	A	
	Fitness knowledge	E	→	→	→	→	M	→	→	A	
	Assessment & program planning				E	→	M	→	→	A	
	Nutrition	E	→	→	→	→	→	→	→	M	A
	Stress management							E	→	→	M

**Standard 4. Responsible personal & social behavior**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>STANDARD 4</b>	Demonstrating personal responsibility	E	→	→	→	→	M	→	→	A
	Accepting feedback	E	→	→	→	→	M	→	→	A
	Working with others	E	→	→	→	→	M	→	→	A
	Following rules & etiquette			E	→	→	M	→	→	A
	Safety	E	→	M	→	→	A	→	→	→

**Standard 5. Recognizes the value of physical activity**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>STANDARD 5</b>	For health			E	→	→	→	M	→	A
	For challenge			E	→	→	→	M	→	A
	For self-expression/enjoyment	E	→	→	→	→	M	→	→	A
	For social interaction				E	→	→	M	→	A

<b>LEGEND</b>	E = Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	M = Maturing. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.	A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.
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BOE Approved February 2018

